DOCUMENT RESUME

ED 330 665 SP 032 977

AUTHOR Kraft, Robert E.
TITLE Gender Differences in the Supervisory Process.
PUB DATE 91
NOTE 15p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Elementary Secondary Education; Females; Higher Education; *Interaction Process Analysis; Males; Physical Education Teachers; *Sex Bias; *Sex Differences; *Student Teacher Supervisors; *Supervisory Methods; Teacher Student Relationship; Teacher Supervision

ABSTRACT

This study sought to determine whether a male physical education supervisor's interactions differ between male and female student teachers. The instrument used, Blumberg's System for Analyzing Supervisor-Teacher Interaction, included an interaction matrix permitting many analyses, comparisons, and descriptive observations within categorized percentages. Post-lesson conferences between supervisors and student teachers (N=12, 6 male and 6 female) were tape recorded. Examination of the interaction matrix yielded the following results: (1) females asked the supervisor for information, opinions, or suggestions nearly three times as often as males; (2) the supervisor sought information, opinions, or suggestions to a greater extent from males than from females; (3) the supervisor had more concern for methodology with females; (4) the supervisor made a greater attempt to control the behavior of the females; (5) the supervisor accepted or utilized the ideas of males more often than those of females; (6) the percentage of teacher talk was higher among females; and (7) the supervisor spent more time telling the female teachers what to do rather than asking for ideas, while the reverse was true for male teachers. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

GENDER DIFFERENCES IN THE SUPERVISORY PROCESS

Robert E. Kraft

ED330665

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

R E Kraft

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 032 977

BEST COPY AVAILABLE

GENDER DIFFERENCES IN THE SUPERVISORY PROCESS

ABSTRACT

The purpose of the study was to determine the extent of gender differences in the supervisory process. Specifically, does a male supervisor's interaction differ between male and female student teachers

The instrument utilized was Blumberg's System for Analyzing Supervisor-Teacher Interaction. The instrument included an interaction matrix permitting a multitude of analyses, comparisons, and descriptive observations within categorized percentages. Twelve subjects (six male, six female) were used in the study. Conferences were tape recorded following a lesson.

Examination of the matrix revealed the following findings:

1. Female student teachers asked the supervisor for information, opinions, or suggestions nearly three times as often as male student teachers.

2. The supervisor asked for information, opinions, or suggestions to a greater extent from male teachers as compared to female teachers.

3. The supervisor had more concern for methodology with female teachers.

4. The supervisor made a greater attempt to control the behavior of the female teachers.

5. The supervisor accepted or utilized the ideas of male teachers more often than female teachers.

6. The percentage of teacher talk was higher among female teachers.

7. The supervisor spent more time telling the female teachers what to do rather than asking for ideas, while the reverse was true for male teachers.

The Flanders' Interaction Analysis System has served as a model for the study of verbal behavior in teaching for the past twenty years. A number of interaction analysis systems in physical education (Cheffers, 1983; Martinek & Mancini, 1989; Melograno, 1983; Rankin, 1989) have been adapted from Flanders. These systems emphasize the interaction between teachers and pupils, but little evaluation has been focused upon the supervisor and the teacher or student teacher. A system for specifically analyzing supervisor-teacher interaction (Blumberg, 1980, pp. 114-124) was used for this article. This system transfers the concept of interaction analysis to the supervisory situation. It is designed to improve supervisory behavior and to develop further insights into the supervisory process. Among those insights that may be examined is gender bias in supervision. For example, does a male supervisor's interaction and behavior differ between male and female student teachers?

This article will describe the interaction instrument and discuss findings of gender bias, if any, between a male physical education supervisor and his student teachers.

System for Analyzing Supervisor-Teacher Interaction

Supervisor Behavior

Category 1. Support-Inducing Communications Behavior. This category includes all statements on the part of the supervisor, with the exception of praise, the affect of which is to help build a "healthy" climate between the supervisor and the teacher. Behavior that releases tension is in this

SP 032 977

category, as is that which conveys an acceptance of feelings. Encouragement is categorized here.

Category 2. Praise. This is behavior on the part of the supervisor that connotes primarily the value judgement of "good" in connection with a teacher's idea, plan of action, past behavior, feelings, etc.

Category 3. Accepts or uses Teacher's Ideas. Included here are statements that clarify, build on, or develop ideas or suggestions by a teacher.

Category 4. Asks for Information. This is behavior by the supervisor that is aimed at asking for clarification or orientation about a problem or situation under consideration. It is factually oriented and is not concerned with opinions or ways of doing things.

Category 5. Giving Information. This is the opposite of Category 4. It involves the supervisor giving objective information to the teacher, orienting, summarizing, etc.

Category 6. Asks for Opinions. This category is meant to describe supervisor behavior, the aim of which is to ask the teacher to analyze or evaluate something that has occurred, is occurring, or may occur in the classroom or in the interaction taking place.

Category 7. Asks for Suggestions. In this category are statements by the supervisor that ask the teacher to think about ways of doing things or ways in which things might have been done differently. It has an action orientation, past, present, or future. Category 7 also refers to asking for ways in which the supervisor and teacher might work together.

Category 8. Giving Opinions. This category is the opposite of Category 6. It has the same substantive meaning with the exception that the supervisor is "giving" not "asking".

Category 9. Gives Suggestions. In a like manner as Category 8, this one has the opposite meaning of 7. The difference is in the "giving" instead of the "asking".

Category 10. Criticism. This category includes all negative value judgements about the teacher, behavior in the classroom, teaching methodology, competency, etc. It also includes any behavior on the part of the supervisor that can be interpreted as defensive, aggressive, or tension-producing.

Teacher Behavior

Category 11. Asks for Information, Opinions, or Suggestions. This is task-oriented behavior on the part of the teacher. It is the teacher-counterpart of Categories 4, 6, and 7.

Category 12. Gives Information, Opinions, or Suggestions. This category, similar to Category 11, is the teacher-counterpart of Categories 5, 8 and 9.

Category 13. Positive Social Emotional Behavior. This behavior is described in the same way as that in Category 1. It is not task-oriented and helps build the supervisory relationship. Encouragement would probably not be found as constituting very much in the way of a teacher's repertoire in this category. Statements that convey agreement by choice are part of this category, but those that indicate compliance in the face of supervisor power are not.

Category 14. Negative Social Emotional Behavior. Any behavior on the part of the teacher that tends to disrupt the supervisory relationship, produce tension or convey defensiveness on the teacher's part is part of this category. Compliance in the face of supervisory power is defined as defensiveness as is rationalization.

Category 15. Silence or Confusion. This category is used when there is silence or both supervisor and teacher are talking at the same time so that it becomes impossible to categorize behavior specifically. An exception would be when there is silence after a behavior on the part of either supervisor or teacher that seems to have the effect of producing

defensiveness (either Category 10 or 14, depending at whom the original behavior was aimed).

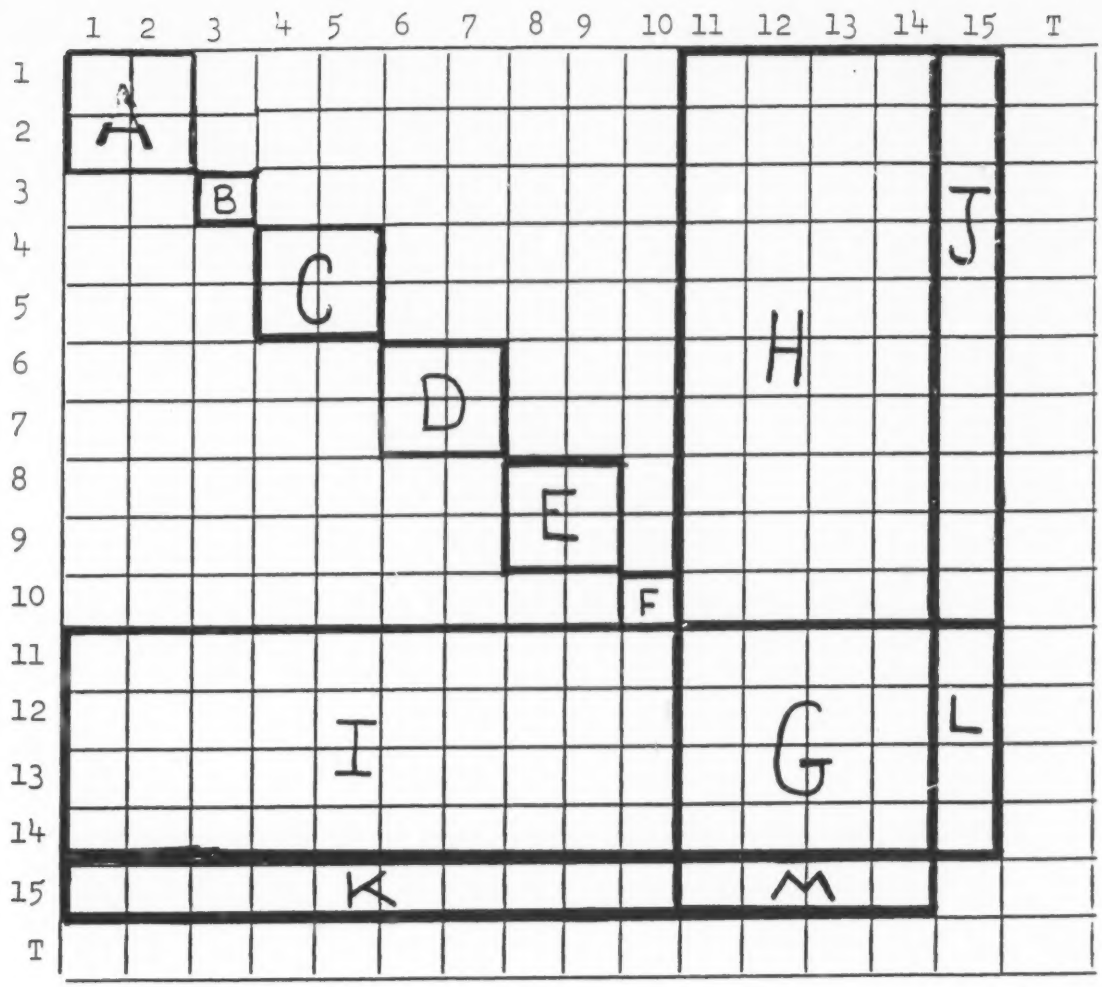
Areas A, B, C, D, E, F are called "steady state" areas of behavior. A heavy concentration in any of these indicates that the supervisor is making extended use of a particular kind of behavior. Such concentrations might be expressed as interactive "concerns" and can be interpreted as follows:

A heavy loading in	Indicates a "concern" for
A	Building and maintaining interpersonal relationships
B	Utilization of the teacher's ideas
C	Working on the informational-data level
D	Working on the opinion-data level
E	Methodology and/or control
F	Controlling the teacher's behavior

Area G shows the amount of extended teacher-talk that occurs in the conference. Tallies in Area H give information about how the teacher reacts to the supervisor's behavior. Area I produces data concerning the manner in which the supervisor reacts to the teacher.

Area J indicates the nature of supervisor behavior which tends to produce silence or confusion and Area K shows the way the supervisor reacts to silence or confusion. In a like manner,

Supervisory Interview Interaction Matrix



Area L indicates what teacher behavior produces silence or confusion and Area M gives some ideas about how the teacher reacts to silence or confusion.

Procedures

A male physical education teacher has used this interaction system with student teachers for several years. Conferences with twelve student teachers (six male, six female) were tape recorded following an observation of teaching. The conferences ranged from 18 to 25 minutes duration.

The interaction between the supervisor and the student teacher must be recorded with a tape recorder. After the supervisory conference is completed, the interaction is tallied in the following manner: Every three seconds, the category number of the verbal behavior that is occurring at the moment is recorded. The interaction is recorded from the point of view of the recipient of the behavior, not the giver. Thinking in numbers soon becomes automatic when categories are tallied.

For clarification of this procedure, a supervisory interview may proceed similar to the following:

Supervisor:	"I'd like to discuss with you the basketball class I observed this morning". (A 5 is recorded, giving of information).
Student Teacher:	"Uh huh" (A 13 is recorded, agreement).
Supervisor:	"I thought you motivated the students very well. How did you feel about the class? (A 2 is recorded, praise; and a

6 is recorded, asking for an opinion).

Student Teacher: "I felt that the class was ready for this activity, since we spent quite a few days on drills and lead-ups. (Two 12's are recorded, since this reply covered two 3-second intervals).

This sample of interaction would be tallied (5, 13) (2, 6) (12, 12). Linking pairs of tallies together denotes the sequence of interaction and enables tallies to be recorded on the matrix, which follows. Thus, the first tally is row 5, column 13. The next tally is row 13, column 2, then row 2, column 6, etc.

The completed matrix allows for a variety of descriptive observations within categorical percentages. It is possible to derive both quantitative and qualitative information from the matrix.

Findings

Examination of the matrix revealed the following findings:

1. Female student teachers asked the supervisor for information, opinions or suggestions nearly three times as often as male student teachers.

2. The supervisor gave equal praise and exhibited positive social-emotional behavior to each gender.

3. The supervisor asked for information, opinions, or suggestions to a greater extent from male teachers as compared to female teachers.

4. The supervisor had equal concern for building and maintaining an interpersonal relationship with each gender.

5. The supervisor had more concern for methodology with female teachers.

6. The supervisor made a greater attempt to control the behavior of the female teachers.

7. The supervisor accepted or utilized the ideas of male teachers more often than female teachers.

8. The supervisor demonstrated an identical amount of criticism to each gender.

9. The percentage of teacher talk was 71 percent for female teachers and 63 percent for male teachers.

10. The behavior of the supervisor was significantly more indirect than direct for both genders.

11. The supervisor spent more time telling the female teachers what to do rather than asking for ideas, while the reverse was true for male teachers.

12. Each gender reacted in a positive manner to the supervisor's behavior.

13. Of areas A through F on the matrix, the heaviest concentration was C for male teachers, indicating the supervisor's concern for informational data. The heaviest concentration was E for female teachers, indicating the supervisor's concern for methodology.

Conclusion

The purpose of this article was to examine gender bias in supervisory interaction with student teachers. However, analysis of the matrix may extend to many types of behavior. It depends on what the supervisor wants or needs to know. Realizations such

as being too critical, exhibiting inconsistent behavior, or simply not permitting the teacher to express ideas may result.

An interaction analysis system represents an effective means of providing objective and empirical data describing supervisor-teacher behavior. Utilizing the Blumberg system, supervisors can begin to isolate the essential elements of effective communication.

REFERENCES

Blumberg, A. (1980). Supervision and teachers: A private cold war. (2nd ed.). Berkeley, CA: McCutchan Publishing Co.

Cheffers, J. (1983). Cheffers' adaptation of Flanders' interaction analysis system. In P.W. Darst, V.H. Mancini, & D.B. Zakrajsek (Eds.), Systematic observation instrumentation for physical education (pp. 76-95). Champaign, IL: Leisure Press.

Martinek, T.J. & Mancini, V.H. (1989). The dyadic adaptation of the Cheffers' adaptation of the Flanders' interaction analysis system. In P.W. Darst, D.B. Zakrajsek, & V.H. Mancini (Eds.), Analyzing physical education and sport instruction (pp. 149-156). Champaign, IL: Human Kinetics Books.

Melograno, V. (1983). A modification of the Flanders' interaction analysis system. In P.W. Darst, V.H. Mancini, & D.B. Zakrajsek (Eds.), Systematic observation instrumentation for physical education (p. 34). Champaign, IL: Leisure Press.

Rankin, K.D. (1989). The Rankin interaction analysis system. In P.W. Darst, D.B. Zakrajsek, & V.H. Mancini (Eds.), Analyzing physical education and sport instruction (pp. 107-111). Champaign, IL: Human Kinetics Books.